

## Instructions for Narrative Template

This FY13 Narrative Template and the FY13 Budget Template combined make up the FY13 Access Proposal. The Access Dictionary should be used to clarify terms found within the proposal templates.

To copy text within the template, highlight the desired text and then hold onto the **CTRL** key on your keyboard while clicking on the letter **C** key. Click where you would like to paste the copied text and then hold onto the **CTRL** key while clicking on the letter **V** key. The template indicates character limits for each textbox; please follow these character limits.

All proposal questions are **required unless indicated as “Optional.”** Fields and check boxes that are marked with an asterisk (\*) must be checked or completed for the proposal to be approved. When entering text in a large textbox, do not enter more than one line between paragraphs, and when possible keep the text to one paragraph.

The following page shows the Table of Contents. A shortcut that will allow you to quickly navigate to different sections of the template is to hold onto the **CTRL** key while clicking on the section title. Any hyperlinks in blue throughout this template may also be accessed the same way – by holding onto the **CTRL** key while clicking on the link.

Provider information is captured on page 3, U.S. Embassy/Consulate contact information is captured on page 4, and the proposal itself begins on page 5. A shortcut to quickly move forward from field to field is to click on the **TAB** key. To quickly move backward to previous fields, hold onto the **SHIFT** key while clicking the **TAB** key.

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**Providers**

**In-Country Educational Service Provider**

\*Name of Provider  
Institution:

\*Address Line 1:

Address Line 2:

\*City:

Province:

\*Country:

**Provider Contact**

Job Title:

\*First Name:

\*Last Name:

\*Phone Number:

\*Email Address:

**Provider Facility**

- ☐ Classes take place at the provider’s facilities
- ☐ Classes take place at a location other than the provider’s facilities

List the names of each facility where Access classes will be taking place.

(Type up to 2,000 characters.)

## U.S. Embassy/Consulate Contacts

### U.S. Embassy/Consulate Contact (Primary- must be a Foreign Service Officer)

Title:	
*First Name:	
*Last Name:	
*Phone:	
*Email:	
* Position:	

### U.S. Embassy/Consulate Contact (Secondary- must be a Foreign Service Officer)

Title:	
*First Name:	
*Last Name:	
*Phone:	
*Email:	
* Position:	

### U.S. Embassy/Consulate Contact (Tertiary- may be other U.S. Embassy/Consulate personnel)

Title:	
*First Name:	
*Last Name:	
*Phone:	
*Email:	
* Position:	

## Introduction

### Introduction to the Access Program

The English Access Microscholarship Program provides a foundation of English language skills to bright, economically disadvantaged 13-20 year-olds through two years of After School Instruction and Intensive Sessions. Access students also gain an appreciation for U.S. culture and democratic values through enhancement activities. A greater sensitivity to cultural differences, coupled with the acquired English language skills, will enable the participants to take advantage of opportunities that had previously been unavailable to them.

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### In-Country Educational Service Provider

Provide a brief history of the provider outside of the Access Program. Include information regarding the provider's capacity to run the Access Program.

**Note: Also provide an overview of the teachers' qualifications who will be instructing Access students (for example, degree requirements, minimum years of teaching experience, etc.).**

(Type up to 2,000 characters.)

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### Distinguishing Features

Choose one or both of the following distinguishing features as appropriate.

- ☐ Program exclusively designed for Access students
- ☐ Program designed for Access students and students from the provider's regular classes

*\*If the second checkbox above is marked:* Explain how the program will be designed to accommodate Access students along with students from the provider's regular classes.

(Type up to 1,000 characters.)

Read the information below regarding Public Private Partnerships and indicate if there will be any such partnerships for this Access Program.

A Public Private Partnership (PPP) is a collaborative working relationship with non-governmental partners in which the goals, structure, and governance, as well as roles and responsibilities, are mutually determined and decision-making is shared. PPPs have the potential to increase mutual understanding, build human potential, and develop talented future leaders on a larger scale than could be achieved alone. Some PPPs involve funding (although fundraising alone or grants are not PPPs) and most are based upon shared interests. For additional information please visit the U.S. Department of State [Office of Public-Private Partnership's website](#).

**Note: A PPP does not include the cost-sharing of expenses by the provider. Cost-sharing needs to be entered into the FY13 Budget Template.**

☐ There will be a Public Private Partnership in the provider's Access Program.

*\*If the checkbox above is marked:* Include information regarding the partnership such as the name of the partnering non-governmental organization; what funds, materials, or other services (Access teacher training, student professional development, internships, etc) each participating party will be providing; and the financial value of the partnership.

(Type up to 1,000 characters.)

## English Language Instruction

### English Language Acquisition

The general goal of the Access Program in terms of language competence is to help students with a minimal knowledge of English develop fluency and communication strategies in English through meaningful interaction, cooperative learning strategies, and age and interest-appropriate activities. The Access Program seeks to expose students to the target language in real contexts to prepare students for effective communication with native and non-native speakers of English.

English language objectives will vary across Access programs, depending largely on the instruction materials selected and the academic environment. However, all Access programs should be designed with clear goals for students' English

language acquisition (e.g. reaching an intermediate level of a chosen curriculum or being able to achieve a certain score on the paper-based TOEFL test).

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### Computer Instruction

Access programs, whenever possible, should include computer instruction to complement English language instruction and enhancement activities. Indicate if the provider plans to offer computer classes, multimedia learning, or social media activities during After School Instruction and/or Intensive Sessions.

**Note: All options for computer instruction are strongly suggested but may not be applicable to the provider's Access Program.**

Computer Instruction	After School (check if type of computer instruction will occur)	Intensive Sessions (check if type of computer instruction will occur)
Computer Classes	<input type="checkbox"/>	<input type="checkbox"/>
Multimedia Learning	<input type="checkbox"/>	<input type="checkbox"/>
Social Media Activities	<input type="checkbox"/>	<input type="checkbox"/>

Provide any additional information regarding the provider's use of Computer Instruction throughout the Access Program.

**NOTE: If no Computer Instruction will take place, provide an explanation.**

(Type up to 1,000 characters.)

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### Materials

Select the resources and materials that will be used from the checklist below.

**Note: All resources and materials may not be applicable to the provider's Access Program.**

- ☐ Multimedia lab with computers ready for interactive use/Internet connection
- ☐ CD/MP3 players
- ☐ DVD/VCR
- ☐ TV

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### Textbooks

Provide the title of the American English textbook(s) that will be used during the Access Program.

Textbook 1	
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Textbook 2	
Textbook 3	
Textbook 4	
Textbook 5	

Provide details regarding the textbook(s) to be used for the Access Program (e.g. Edition, content regarding U.S. culture, etc). If applicable, list examples of supplemental resources and materials that will be used such as film titles, book titles, and magazine or newspaper titles. For classroom resources please visit the U.S. Department of State website for professionals teaching English as a foreign language: <http://exchanges.state.gov/americanenglishonline>.

(Type up to 1,000 characters.)

## U.S. Culture and Values

### Introduction to U.S. Culture and Values

One key element of the Access Program is to familiarize students with important features of U.S. culture and values. Students are encouraged to develop respect for and interest in other cultures, customs, and beliefs. Access Program enhancement activities should be designed to provide hands-on and interactive opportunities for students to engage in discussions, games, community service, and other activities relating to U.S. culture and values. Three main elements of U.S. culture and values will be included in the Access Program:

- Course Topics Relating to U.S. Culture and Values
- Personal Development
- Community Service

### Course Topics Relating to U.S. Culture and Values

Throughout the Access Program, students will be introduced to topics relating U.S. culture and values. Enhancement activities will be designed to reinforce these topics by engaging students in hands-on learning experiences.

Indicate the course topics relating to U.S. culture and values that the provider's Access Program will introduce.

**Note: A minimum of three course topics is required.**

☐ U.S. Holidays

*\*If the checkbox above is marked: List the U.S. holidays that will be discussed in the Access Program.*

(Type up to 1,000 characters.)

☐ U.S. History

*\*If the checkbox above is marked: List events from U.S. History that will be discussed in the Access Program.*

(Type up to 1,000 characters.)

☐ U.S. Popular Culture

*\*If the checkbox above is marked: Provide specific examples of activities relating to U.S. popular culture that will take place in the Access Program.*

(Type up to 1,000 characters.)

☐ U.S. Education

*\*If the checkbox above is marked: List aspects of education in the U.S. that will be discussed in the Access Program.*

(Type up to 1,000 characters.)

☐ Gender Issues

*\*If the checkbox above is marked: List aspects of gender issues in the U.S. that will be discussed in the Access Program.*

(Type up to 1,000 characters.)

☐ The Environment

*\*If the checkbox above is marked: List aspects of environmental awareness in the U.S. that will be discussed in the Access Program.*

(Type up to 1,000 characters.)

☐ Ethnic Tolerance

*\*If the checkbox above is marked: List aspects of ethnic tolerance in the U.S. that will be discussed in the Access Program.*

(Type up to 1,000 characters.)

☐ Democracy

*\*If the checkbox above is marked: List aspects of democracy in the U.S. that will be discussed in the Access Program.*

(Type up to 1,000 characters.)

☐ Civil Society

*\*If the checkbox above is marked: List aspects of Civil Society in the U.S. that will be discussed in the Access Program.*

(Type up to 1,000 characters.)

☐ Other

*\*If the checkbox above is marked: List all other Course Topics relating to U.S. culture and values that will be discussed throughout the provider's Access Program.*

(Type up to 1,000 characters.)

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### Enhancement Activities

Provide **specific examples** of enhancement activities that will be designed to complement the course topics indicated above.

**Note:** Indicate the **frequency** of these enhancement activities and whether they will occur during **After School Instruction or Intensive Sessions**.

(Type up to 2,000 characters.)

## Personal Development

Various elements of the Access Program seek to foster students' personal development. The students work toward a balanced intellectual and emotional development so they will be better prepared for future academic and professional endeavors. Students are introduced to topics including career development, opportunities to pursue higher education, and additional U.S. Government-sponsored exchange programs.

### Throughout the Access Program students will:

- Develop critical thinking skills as they participate in discussions, prepare, and deliver presentations.
- Develop a sense of responsibility and concern for quality as students participate in projects with clearly established goals and standards.
- Explore opportunities for higher education, including other U.S. Government-sponsored exchange programs.
- Develop confidence as they prepare to embark on their chosen career paths.

### Personal Development Activities

Check each personal development activity from the list below that the provider's program will fulfill.

**Note: A minimum of two personal development activities is required.**

- ☐ Visits to local colleges and universities to explore opportunities for higher education
- ☐ Visits by guest speakers to discuss opportunities for other exchange programs
- ☐ Visits by guest speakers, such as Education USA Advisors, to discuss opportunities to study in the U.S.
- ☐ Visits by guest speakers from the private sector to discuss career development
- ☐ Career development activities such as resume writing, application writing, and interviewing
- ☐ Visits by guest speakers from the U.S. Embassy/Consulate and American Language Center
- ☐ Visits by current participants or alumni of programs such as the Fulbright Program (including English Teaching Assistants), the Peace Corps, or the English Language Fellow or Specialist Programs
- ☐ Group projects such as skits, presentations, and games
- ☐ Other

*\*If the checkbox above is marked: List all 'Other' personal development activities that will occur throughout the Access Program.*

(Type up to 1,000 characters.)

Provide **specific examples** of the personal development activities that will occur throughout the Access Program.

**Note:** Indicate the **frequency** of these activities and whether they will occur during **After School Instruction or Intensive Sessions**.

(Type up to 2,000 characters.)

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### Community Service

Access students will be encouraged to assume active roles in their communities. Throughout the Access Program, students will participate in community service activities, thereby increasing their awareness of the issues facing their respective communities while also gaining an understanding of ways they can positively contribute to civil society.

#### **Throughout the Access Program students will:**

- Become empowered by realizing that they have the ability to contribute positively to their communities.
- Become encouraged to develop tolerance towards people of different cultures or religions.
- Set a positive example for youth in their communities by modeling a commitment to service, tolerance, and civic participation.

#### **Community Service Activities**

Provide specific examples of community service activities that will be included in the Access Program and how they will be chosen.

**Note:** Indicate the **frequency** of these activities and whether they will occur during **After School Instruction or Intensive Sessions**.

(Type up to 2,000 characters.)

## Program Participants

### Advertising and Recruitment

The provider will assess the level of need across the country and ensure that the Access Program benefits bright and economically disadvantaged students from the widest possible geographical distribution. Extensive advertising and recruitment may be conducted in order to reach the target audience and can involve such parties as local government officials, school administrators, civic and religious organizations, and U.S. Embassy/Consulate staff. The provider's staff, in collaboration with the Public Affairs Section of the U.S. Embassy/Consulate, may evaluate and nominate the candidates. Final approval of the nominations may be made by the Public Affairs Section of the U.S. Embassy/Consulate.

Indicate how program advertising and student recruitment will occur. Also indicate the roles of all organizations involved in the selection process such as the provider, the students' schools, and the U.S. Embassy/Consulate.

(Type up to 1,000 characters.)

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### Student Selection Process

Check each tool the provider will use in the selection process. A minimum of one of the selection tools below is required.

**Note: English language level cannot be a selection criterion – all assessment tools used during the selection process must be in the students' native language.**

- ☐ Application
- ☐ Interview
- ☐ Written Exam
- ☐ Oral Exam
- ☐ Essay
- ☐ Other

*\*If the checkbox above is marked: Explain any 'Other' methods by which applicants will be evaluated throughout the selection process.*

(Type up to 1,000 characters.)

## Student Selection Criteria

The Access Program is designed for economically disadvantaged students between 13 and 20 years of age who have minimal to no knowledge of English. Applicants will need to complete an application form with information related to the requirements listed below. The information on this application will be verified by the provider. The provider will verify the selected students are economically disadvantaged. Examples of ways in which the provider can verify economic status: reviewing parent/guardian economic situation, requesting pay stubs, interviews with school or community officials that have access to such information, or referencing other documents that contain economic information.

☐ \*All students are economically disadvantaged.

List the methods by which the students' economic status will be verified.

(Type up to 1,000 characters.)

\*Indicate the youngest starting age of a student. A student must be at least 13 years of age.

13

\*Indicate the oldest starting age of a student. A student must be no more than 20 years of age.

13

**Optional:** List any additional criteria that will factor into student selection.

(Type up to 1,000 characters.)

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## Class Size and Gender-Balance

☐ Check that classes will have between 12 and 25 students per class.

Classes will be gender-balanced (i.e. an equal number of boys and girls).

Indicate how the provider will maintain an equal number of boys and girls during both the recruitment process and in the final selection of students. Confirm the percentage of boys and girls that will be maintained throughout the two-year program.

(Type up to 1,000 characters.)

Describe how the provider will ensure fair representation of participants from diverse racial, ethnic, religious, geographic, or physically challenged backgrounds as appropriate.

(Type up to 1,000 characters.)

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### Student Retention

The provider will make all efforts to ensure that students accepted into the Access Program are active and successful throughout the duration of the program. Indicate the methods that will be used to encourage student engagement and participation throughout the two years of the Access Program.

- ☐ \*Providing ongoing feedback and personalized support.
- ☐ Providing a detailed description of expectations to accepted participants (time commitment, academic commitment, etc).
- ☐ Having parents sign a letter of commitment to support their student throughout the program.
- ☐ Having students sign a letter of commitment to the program.
- ☐ Making schools aware of their students' participation and informing them about the Access Program.
- ☐ Inviting participants' families and community members to attend Access events.
- ☐ Accommodating student schedules by planning around academic calendars (taking into account occurrences such as exam weeks and school-wide activities).
- ☐ Providing extra-help and/or one-on-one tutoring for replacement students or students falling behind.

### Voluntary Withdrawal

In case of a student's voluntary withdrawal from the Access Program, the vacant position will be filled with a student who fulfills Access Program requirements. During the recruiting process, some students will be selected to join the program from the very beginning while others will be selected as alternates.

Check all that apply. If one of the Access students leaves a vacant position, the provider will:

- ☐ Select a student from the waiting list of standby students
- ☐ Select auditing students

## Conditions for Loss of Scholarship

The English Access Microscholarship Program will be null and void for those students who (select at least one):

- ☐ Verbally or physically abuse their peers or staff of the institution.
- ☐ Willfully destroy any object or equipment belonging to the institution.
- ☐ Refuse to participate in activities that are part of the Program.
- ☐ Other

*\*If the checkbox above is marked: Provide an explanation of the 'Other' circumstance(s) in which a student may be dismissed from the Access Program.*

(Type up to 1,000 characters.)

## Program Overview

### Required Hours

The Access Program is a two-year program that provides at least 360 hours of English language instruction over the course of the program, reasonably distributed over the two year period, and includes an introduction to U.S. culture and values. These **hours of instruction can be provided during After School Instruction and Intensive Sessions**.

**See the Access Dictionary for a detailed description of what constitutes** After School Instruction and Intensive Sessions.

### After School Instruction

Complete the chart below showing the breakdown of the number of hours per week for After School Instruction.

**Note: The duration and hours of the After School Instruction indicated below must match the duration and hours indicated on the proposal budget.**

**Note: If a component of After School Instruction does not take place every week, estimate the hours per week based on the total number of hours.**

After School Instruction	Number of hours per week
General Classroom Instruction	
Computer Instruction	
Enhancement Activities	
Total hours of After School Instruction per week	0.00

Check all that apply. Classes will be held:

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday
- ☐ Sunday

The total number of weeks of After School Instruction for the two-year program is:

The total number of After School Instruction hours for the two-year program is:

### **Intensive Sessions**

The total number of Intensive Sessions for the two-year program is:

**Note: The number of Intensive Sessions indicated above must match the number of Intensive Sessions indicated in the proposal budget.**

Describe the Intensive Session(s) including who will participate (students, teachers, administrators, etc.), types of activities, and where it will take place.

(Type up to 2,000 characters.)

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### **Ceremonies**

#### **Opening Ceremony:**

At the beginning of the Access Program, the students and their teacher(s) must be invited to a welcome ceremony. The U.S. Ambassador or other U.S. Embassy/Consulate Officer should be invited to present each scholarship recipient with a certificate of award that confirms their status as a recipient of a two-year scholarship as part of the English Access Microscholarship Program.

**Closing Ceremony:**

At the culmination of the Access Program, participants must be invited to attend a graduation ceremony. The U.S. Ambassador or other U.S. Embassy/Consulate Officer should be invited to award certificates of completion to the students.

Provide any additional information regarding the opening and/or closing ceremonies of the provider's Access Program. Include a description of any ceremonies or ceremony components not described above.

(Type up to 1,000 characters.)

Indicate how the provider will include the U.S. Embassy/Consulate in efforts to garner media attention for events such as opening and closing ceremonies, enhancement activities, and Intensive Sessions.

(Type up to 1,000 characters.)

## Program Evaluation

**Evaluation Overview**

The provider will establish a system for monitoring and evaluating the progress of Access students. This must include administering a placement test at the beginning of the program to establish a baseline for evaluation (a pre-test) that the students then take again at the completion of the program (a post-test). The monitoring and evaluation system may also include establishing progress benchmarks and providing feedback to students and teachers throughout the program. A survey may be administered at the beginning and end of the program to garner information regarding the students' opinions of the program, their experience as an Access student, and their attitude toward the U.S. and its citizens.

In each textbox below, provide information regarding how the provider will assess, monitor, and evaluate student progress at the beginning, middle, and end of the program.

**Beginning of the Process:**

Indicate the name of the pre-test that will be used. Also enter any additional information regarding evaluation that will take place at the beginning of the program.

(Type up to 1,000 characters.)

**During the Process:**

Indicate how students will be evaluated during the program. For example, students may take a variety of oral and written evaluations and be evaluated on their classroom participation. Aspects of student performance to be evaluated may be listening comprehension, verbal communication, accuracy, and fluency.

(Type up to 1,000 characters.)

**End of Process:**

☐ The students will retake the same language proficiency or placement test that was used at the beginning of the program at the end of the program, and results will be shared with the U.S. Embassy/Consulate.

Indicate any additional methods by which students will be evaluated at the end of the program to allow for a clear, comparative progress analysis for each student. Also indicate if a survey or other diagnostic tool will be used to evaluate the program, teacher performance, educational relevance, etc.

(Type up to 1,000 characters.)

## Evaluation Methods

**Optional:** Complete the table below for each evaluation method that will be used to determine the students' final grade. Use percentages for the weight distribution. If you are not using one of the methods, enter 0%. The total evaluation weight should equal 100%.

Evaluation Methods	Weight
Attendance	0%
Class Performance	0%
Written Exams	0%
Oral Exams	0%
Homework	0%
Community Service	0%
Total	0%

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## Graduation Requirements

Indicate the minimum passing grade and minimum passing attendance for Access students.

**NOTE: The passing grade and passing attendance cannot be lower than 70%.**

Minimum passing grade is  %

Minimum passing attendance is  %

**Optional:** List all other graduation requirements for the provider's Access Program.

(Type up to 1,000 characters.)

## Quality Control

### Reporting and Certificates

Read and validate the information below:

- ☐ \*Students will be bright, economically disadvantaged youth. The provider will send written and financial reports to the respective U.S. Embassy/Consulate, the recipient organization based in the U.S., and the Office of English Language Programs in Washington D.C., and establish a system and schedule for sending the reports. Students will receive a Certificate of Award at the beginning of their Access Program as well as a Certificate of Completion at the end, both signed by the U.S. Ambassador or other U.S. Embassy/Consulate Officer.
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### Program Requirements

Validate each quality control requirement that the provider will fulfill. Each requirement is mandatory.

- ☐ \*Participants will receive a Certificate of Award signed by U.S. Ambassador or other U.S. Embassy/Consulate Officer.
- ☐ \*Participants will receive a Certificate of Completion signed by U.S. Ambassador or other U.S. Embassy/Consulate Officer.
- ☐ \*This is a 2 year program.
- ☐ \*Participants will receive at least 360 hours of instruction over the course of the program, reasonably distributed over the two year period.
- ☐ \*Access students will be between  and  years of age at the start of the Access Program. Please ensure this age range agrees with the age range in the Program Participants section above.
- ☐ \*Access students will be economically disadvantaged.
- ☐ \*The provider's Access Program will be gender-balanced.
- ☐ \*The provider will send written and financial reports to the respective U.S. Embassy/Consulate, the recipient organization based in the U.S., and the Office of English Language Programs in Washington D.C. on a scheduled basis.
- ☐ \*The provider will complete the Access student enrollment form. This form must be submitted at the start of the program and then updated at the end of the program.
- ☐ \*The provider will file completed Access Photo and Video Release forms for all students (pending parent/guardian approval) and teachers at the start of the program.